

PSYC 5321-110 EVOLUTIONARY PSYCHOLOGY (CRN 80235)

Fall 2019

Texas A&M University - Central Texas

COURSE DATES, MODALITY, AND LOCATION

This course is a 100% online course and uses the [TAMUCT Canvas Learning Management System](https://tamuct.instructure.com) [https://tamuct.instructure.com]. The course is offered in the fall 2019 16-week semester, and the course date range spans August 26 through December 13, 2019 (inclusive). All course deadlines are based on the time zone of the physical location of the university, which is in the Central Standard Time (CST) zone, but Central Daylight Time (CDT) is observed in the summer.

INSTRUCTOR AND CONTACT INFORMATION

Instructor: Dr. Andria F. Schwegler

Office: WebEx, linked on the left menu bar in the course

Phone: VoIP via WebEx

Email: Preferred email is through Canvas "Inbox" for course-related information. If correspondence is not related to the course, contact the professor via schwegler@tamuct.edu

Office Hours:

The professor is available to meet with students via WebEx by appointment. Students should email the professor to schedule a time. Appointment times are very flexible, and frequent interaction with the instructor is highly encouraged.

Student-Instructor Interaction:

The professor will logon to the course in Canvas every week day (Monday through Friday) and will reply to email within two business days.

If students have course-related questions, these should be posted in Study Hall (discussion board) instead of sending the professor an email/message. When posted in Study Hall, a classmate may be able to reply to questions faster than the professor, and all students will have access to the information. Students are expected to logon to the course in Canvas daily to review and post assignments, read discussion boards, review Study Hall, check messages, etc.

The professor will provide feedback on assignments by marking grading rubrics and/or posting comments as needed in the Submission box or on attached documents. Students should review all assignments in the Grade Center when grades are posted to examine and apply the feedback on subsequent assignments.

Students can message the professor to schedule an appointment to talk via WebEx when needed.

WARRIOR SHIELD

Emergency Warning System for Texas A&M University-Central Texas

Warrior Shield is an emergency notification service that gives Texas A&M University-Central Texas the ability to communicate health and safety emergency information quickly via email, text message, and social media. All students are automatically enrolled in Warrior Shield through their myCT email

account.

Connect to Warrior Shield by [911Cellular](https://portal.publicsafetycloud.net/Account/Login) [https://portal.publicsafetycloud.net/Account/Login] to change where you receive your alerts or to opt out. By staying enrolled in Warrior Shield, university officials can quickly pass on safety-related information, regardless of your location.

COURSE INFORMATION

Course Overview and Description:

Evolutionary Psychology. (3 credit hours). Evaluate current theories of adaptation with a large focus on how adaptation has influenced social, cognitive, and developmental processes in humans. Review and discuss evidence from cross-cultural and cross species studies.

Student Learning Outcomes and Assessment:

1. *Demonstrate comprehension and application of fundamental principles, generalizations, or theories.* Students will read and integrate information regarding theoretical concepts underlying evolutionary research and theory. Students will demonstrate their ability to identify and recognize concepts on the chapter quizzes and the comprehensive final exam; students will demonstrate their ability to explain and apply information on module discussions posts.
2. *Analyze and critically evaluate ideas, arguments, and points of view.* Students will read research articles in addition to the course textbook to gain access to multiple perspectives on topics in the area. Students will respond to others' writing (including that of peers and experts in the field) on evolutionary psychology topics and substantiate their points of view with theory and research. Students will demonstrate their ability to critically evaluate ideas on discussion replies, periodic integration essays, and the research proposal. Students will also write research predictions that are supported by existing research on the research proposal assignment.
3. *Apply and synthesize course material to improve thinking, problem solving, and decision making.* Students will integrate and apply course material to improve problem solving and decision making by writing discussions that require the use of course information to address issues that span a variety of topics. Students will demonstrate their ability to integrate materials by writing integration essays that require the consideration of conflicting perspectives. Students will incorporate their knowledge of research in the area regarding the adaptation of complex human behaviors by developing a proposal for a research project. Finally, students will utilize course material to develop metacognitive thinking on the Weekly Reflections by reflecting on personal experiences with completing course assignments, documenting study time and rating the helpfulness of assignments, and creating and /or revising study strategies for upcoming lessons.
4. *Demonstrate skill in expressing oneself in writing.* Using appropriate APA style, students will write responses to a variety of assignments including discussion posts and replies each week, periodic integration essays, and a series of assignments leading up to the final research proposal.

Required Reading and Textbook(s):

American Psychological Association. (2009). *Publication manual of the American psychological association* (6th ed.). Washington, DC: Author. (ISBN: 978-1-4338-0561-5)

Buss, D. (2015). *Evolutionary psychology: The new science of the mind* (5th ed.). New York: Taylor & Francis. ISBN: 978-0-205-99212-6

Research articles on e-Reserve in the University library.

A student of this institution is not under any obligation to purchase a textbook from a university-affiliated bookstore. The same textbook may also be available from an independent retailer, including an online retailer (Sec. 51.9705).

COURSE REQUIREMENTS

Course Sequence of Instruction:

This course is organized into weekly learning modules (on the “Modules” link on the left menu bar). Each module requires students to perform the following actions. Complete these actions in the following order for each module.

- 1) When first logging on to Canvas, read the module learning objectives for each module before completing any course assignments.**
 - a. The learning objectives for each module should serve to direct students’ attention to important course content and describe the alignment between learning outcomes, assignments, and assessments.
- 2) Print or save a copy of the Weekly Reflection to record all study activities for each module as you complete them.**
 - a. Students should use the Weekly Reflection document to keep track of their study time as they complete each study activity during the week. The Weekly Reflection is a brief assessment designed to help students develop and use metacognitive strategies to evaluate one’s learning activities and use of study time. Additionally, the Weekly Reflection supplies ongoing feedback to the professor to enable timely content revision and/or supplementation instead of waiting until the end of the semester evaluation.
 - b. To encourage honest feedback from students, credit for this assignment is included in each student’s Class Participation grade. As such, the **grade is based only on participation and not on the specific answers provided**. To receive full credit, a student needs only to complete the entire form (i.e., type in a response for every blank except those labeled ‘optional’). The specific times reported or ratings entered will not impact the grade. This grading scheme is intended to produce honest responses that will enable students to improve study time and will enable the professor to improve the course and its instructional materials.
- 3) Participate in Study Hall by posting and responding to questions at any time as you study** (on the “Discussions” tab on the left menu bar).
 - a. In the spirit of student-led study groups, the professor created a virtual space for informal, student-to-student and student-to-professor communication concerning matters related to this class. All questions related to the academic content of this class should be asked in Study Hall. Students are expected to respond to their classmates’ questions/comments with helpful explanations. Students who can answer a posted question or provide assistance should not wait for the professor to respond. Student led discussion of academic content is expected in Study Hall just as it is in the Application Discussion forums, and the professor will monitor Study Hall and will respond to any post that is not adequately addressed by peers (e.g., posts that are unanswered, posts that include inaccurate information, etc.). While students should provide accurate information in their posts, Study Hall posts are ungraded and present a low threat way of interacting with classmates to help each other learn.

- b. To use Study Hall effectively, students should check the forum each time they log on to the class and perform the following actions:
 - i. Ask for explanations by creating a new thread in the Study Hall forum. It is acceptable to ask for assistance on any topic in the course **except specific items that are graded** (e.g., questions assigned for homework and questions on exams).
 - 1. Please note: There are NO graded group projects in this class. All graded assignments must be completed individually with no assistance from classmates, tutors, or other people. **While learning is not a solo endeavor, assessment is!** If you cannot understand this distinction or if you are unsure what acts constitute academic dishonesty, ask the professor before engaging in the behavior.
 - ii. Offer explanations to other students by replying to a question thread.
 - iii. Read old Q&A threads as a study tool and reference. Peer explanations are another source of examples and clarifications in addition to your textbook, the videos, and your communications with the professor.
 - iv. Network! Don't lose sight of the fact that your classmates are (or will soon be) your colleagues in your profession. Establish professional contacts now that you can rely upon later.
 - c. Students should know that Study Hall is a **public forum**, and all students in the course can access and read all postings; therefore, **private information should not be discussed in Study Hall** (e.g., personal problems or events, confidential information including grades and disability accommodations, and other issues that should be kept between the student and professor only). If students have a personal or confidential topic to discuss, the student should send an email addressed to the professor only via the Inbox tool.
- 4) **Read the assigned chapter(s) and research articles.** The text and research articles provide the primary content for the course. Follow the steps below when beginning each chapter. (For more information on this technique, search "SQ3R" on the web.)
- a. **Survey** – Before reading, spend 2 minutes flipping through the pages of the chapter to get a general idea of the chapter content. During this time, read only titles, headings, subheadings, and captions for any pictures or tables for the entire chapter.
 - b. **Question** – Next, go back to the beginning of the chapter and flip through it again, turning the title, headings, and subheadings into questions. Guess a plausible answer to each question.
 - c. **Read** – Go back to the beginning of the chapter and start reading. Slow down your speed for difficult passages, reread captions as you encounter them, and reread sections that are unclear.
 - d. **Recite** – At the end of each section, stop reading and go back to take notes from the text, writing them **in your own words**. Do not copy notes verbatim from the text. Pausing to reflect after each section will help you identify the material you may not fully understand, so you can immediately review it. You will be unable to understand later concepts without first understanding initial concepts. The material in this class is cumulative, and it will form the foundation for additional information later.
 - e. **Review** – Finally, when you complete your reading of an entire chapter, quiz yourself on the content. Explain the theories and describe the research studies from memory. Explain how a theory is related to each research study. Connect ideas across chapters.

Look for patterns in behavior, consistencies in theories, and contradictions. Review the material you cannot remember.

- 5) Make an appointment for virtual office hours (synchronous communication) or email the professor (asynchronous communication) for assistance when needed.**
 - a. The professor will log on to the class daily on weekdays (Monday through Friday), unless otherwise announced. The professor will respond as quickly as possible to emails, usually within two business days. All course-related email should be conducted through the “Inbox” tool linked on the left menu bar.
 - b. In addition, the professor will hold synchronous, online office hours as requested by appointment using WebEx. During these office hours, students may log on and interact with the professor in real time. Students will need a headset with microphone (or speakers and a microphone) to use this option on their computers, or students can dial into the session on their phones by retrieving the connection information from WebEx. If using a computer, students should use a headset if possible to reduce echo and feedback, and students should use a wired (not wireless) internet connection. WebEx is linked on the left menu bar in class.
- 6) Write the Application Discussions and Replies for each module.**
 - a. After completing the readings, students should apply the module concepts to the student’s life, new found perspectives, and/or future work. For the Application Discussions, students are free to select any construct from the course readings to discuss with classmates in a scholarly manner. When writing the Application Discussions and the minimum of 2 required replies each week, students should be clear in their explanations of the connection between course concepts and their proposed application of the concepts (e.g., their personal reactions to it, how it will help them improve decision making, how it will shape their future practice). All discussions should use APA style formatting for citations. All content from the readings must be cited in text.
- 7) Review the module readings and take the Chapter Quiz.**
 - a. For each chapter, students will take a timed, multiple choice quiz on the assigned readings. The quizzes are intended to provide a check on students’ understanding of basic course content and provide insight on any materials that need review prior to writing the periodic integration essays and engaging in other higher level processing of content (e.g., analysis, synthesis).
- 8) Review and write the Integration Essays.**
 - a. Students will write integration essays at regular intervals throughout the course. These essays will require students to integrate (i.e., synthesize) information across readings to create a coherent understanding of theory, research, and controversies in the field.
- 9) Research and write the Research Proposal.**
 - a. To provide students practice in identifying gaps in knowledge, articulating logical arguments, providing justification for research, and stating new predictions that are supported by existing research, students will create a research proposal on any topic of their choice in the area of evolutionary psychology. In working toward the final project, students will submit a series of assignments during the course of the semester to integrate into the final project.
- 10) Submit the Weekly Reflection.**
 - a. The information recorded on the Weekly Reflection document should be submitted to the assignment link at the end of each module. The Weekly Reflection should be

submitted as the last assignment after all other course work for the module has been completed.

11) Complete the Comprehensive Final Exam. At the end of the semester, students will review all course material in preparation for the comprehensive final exam.

Course Assignments:

Students are responsible for meeting the course requirements as scheduled for each module in the course calendar. **Assignments submitted after the due date will not be credited.** Students who are excused from coursework due to medical issues or military training must provide a written excuse documenting the dates of the absence, which must coincide with the work to be made up, provided by physicians, military supervisors, or law enforcement officers.

All assignments must be written in a student's own words. No credit will be awarded for quoted or plagiarized material on any assignment. **Quoting or paraphrasing that closely mirrors the source (textbook or other reference material) will receive no credit even if properly cited. Students must write original sentences conveying the information they have learned to the reader (i.e., paraphrasing) and properly cite the source of the information to receive credit for writing.**

All assignments should be written in proper APA style. Students must follow the APA style guidelines provided in the *Publication Manual* and use online style resources provided by the American Psychological Association at www.apastyle.org

Class Participation (6.0% of Overall Course Grade). Active online participation in diverse learning activities delivered throughout the learning process is expected in this course. At the end of each module when students have finished all of the instructional activities, students are expected to complete the Weekly Reflection form. A student will receive full credit for the assignment if they complete the form in its entirety (i.e., do not leave any blank empty), regardless of the specific answers provided – within reason. Violations of 'reasonable' and 'good faith' efforts to complete the form honestly will not receive credit even if all blanks are completed. Bogus feedback violates the intent of the activity, which is to allow the student to develop metacognitive strategies and provide feedback to inform course revision. Careless feedback does not provide useful data for either the student or the professor. A grading scheme that considers only class participation and not potentially critical feedback is meant to elicit honest, useful data to improve student learning and course activities. It is not meant to encourage thoughtlessness or aggression.

Application Discussions and Replies (24.0% of Overall Course Grade). This weekly discussion forum provides in-class discussions of students' self-selected content. Students are required to submit one post (approximately 200 words) as an explanation of a concept (i.e., theory, topic, construct) and **two (2)** replies (approximately 75 words each) to posts made by classmates. Though the specific content in each submission will vary weekly, students should use the following grading rubric to guide their writing. Each post and reply (2 required) will be graded according to the following standards for a total of 16 points on each Application Discussion each week.

Post Construct

0 = none present

- 1 = construct stated but not defined
- 2 = construct defined but not integrated into discussion of the concept; definition of construct is disconnected from discussion of topic; student does not clearly explain how definition and example/discussion are related
- 4 = construct defined and integrated into discussion of concept; student clearly explains how construct is directly related to the example/discussion.

Post Construct Citation

- 0 = none present
- 1 = in text citation is provided for construct including author's name and page number. If the information comes from material outside of course assignments, full citation information in APA style is required.

Post Application (Personal and/or Professional)

- 0 = none present
- 1 = application stated but not explained
- 2 = application explained but not integrated into definition of construct; explanation of application is disconnected from definition of construct; student does not clearly explain how example/discussion is related to the course construct
- 4 = application explained and integrated into definition of construct; student clearly explains how application is a demonstration of and/or relevant to the construct

Post Writing Standards (spelling, grammar, punctuation, organization)

- 0 = no post or writing and usage errors that do not reflect writing at the graduate level (e.g., distract the reader, slow comprehension, convey inaccurate meaning)
- 1 = no errors

Reply Content (two required):

- 0 = no reply; reply merely states agreement with post content or indicates "good job;" reply contains inaccurate information
- 1 = reply merely restates content of the original post but adds no new information
- 2 = reply adds new information and extends the consideration of the concept beyond what has already been posted

Reply Writing Standards:

- 0 = no post or writing and usage errors that do not reflect writing at the graduate level (e.g., distract the reader, slow comprehension, convey inaccurate meaning)
- 1 = no errors

Chapter Quizzes (19.5% of Overall Course Grade). Thirteen multiple choice quizzes (worth 15 points each) assessing material from the course readings are scheduled during the semester. All quizzes must be completed independently. The quizzes are designed to assess comprehension of material that students need to contextualize the more detailed information of the writing assignments.

Integration Essays (20.0% of Overall Course Grade). At regular intervals during the semester, essays that integrate concepts across module topics are due. Students will be provided prompts to which they will respond in their essays. Each essay will require that students integrate multiple sources of material to inform their discussion and evaluation of the prompt.

Research Proposal (23.0% of Overall Course Grade). Students will submit 5 cumulative assignments as they develop the project including a description of topic ideas (10 points), a

summary of 4 research articles serving as background research on the approved topic (40 points), a summary of 4 additional research articles serving as background research on the topic (40 points), a working draft of the research hypotheses tested in the proposal with a full research plan (i.e., Method section) (40 points), and a final 15-page written research proposal that includes all suggestions and revisions for the project (100 points). The final proposal for the research project should read as a well-integrated paper with transitions leading the reader from one idea/topic to another instead of as a series of assignments. Each assignment is intended to assist students in creating explanations that should be integrated into the final manuscript. All feedback from the professor must be integrated into the final proposal.

Comprehensive Final Exam (7.5% of Overall Course Grade). At the end of the semester, students will complete a comprehensive final exam that covers all topics discussed during the course of the semester. Students must complete the exam independently with no assistance from others. Students are encouraged to use their notes and other study materials they have developed during the semester for the exam.

Grading Criteria Rubric and Conversion

Table 1 Grading Criteria and Conversion

| <u>Assignment</u> | <u>Number Due</u> | <u>Points Per</u> | <u>Points Total</u> | <u>Percentage</u> |
|-----------------------------------|-------------------|-------------------|---------------------|-------------------|
| Class Participation | 15 | 4 | 60 | 6.0 |
| Application Discussions & Replies | 15 | 16 | 240 | 24.0 |
| Chapter Quizzes | 13 | 15 | 195 | 19.5 |
| Integration Essays | 5 | 40 | 200 | 20.0 |
| Comprehensive Final Exam | 1 | 75 | 75 | 7.5 |
| Research Proposal | | | | |
| Topics | 1 | 10 | 10 | 1.0 |
| Summaries of 4 Sources | 1 | 40 | 40 | 4.0 |
| Summaries of 4 Sources | 1 | 40 | 40 | 4.0 |
| Proposal Predictions & Plans | 1 | 40 | 40 | 4.0 |
| Research Proposal | 1 | 100 | <u>100</u> | <u>10.0</u> |
| | | | 1000 | 100% |

Posting of Grades

Grading Scale:

Grades are not 'given' in this course; they are earned. Students earn grades by actively utilizing course content to learn the material and by demonstrating their grasp of subject-matter content on written assignments. Grades are determined based on the percentage of points earned on each assignment and the assignment's weight toward the overall course grade.

Table 2 Grading Scale

| <u>Grade</u> | <u>University Definition</u> | <u>Percentage</u> |
|--------------|------------------------------|-------------------|
| A | Excellent | 90-100 |
| B | Good | 80-89 |
| C | Fair | 70-79 |
| D | Not Passing | 60-69 |

Grade
F

University Definition
Failing

Percentage
59 or below

Grade Posting:

All students' grades will be posted in the Canvas Grade Center after the assignment due date has passed. On the writing assignments, the professor will begin reading, grading, and recording grades on the Monday they are due and will have all grades posted within one week. Students should regularly monitor their grades in the Canvas Grade Center, and *students should not hesitate to ask the professor about any grade or concern.*

COURSE OUTLINE AND CALENDAR

Table 3 Course Calendar

| <u>Week</u> | <u>Module</u> | <u>Instructional Activities</u> | <u>Assignments Due</u> |
|--|---|---|--|
| August 22 (12:30pm) through August 26 (12:30am) | Getting Started (Complete before the semester begins.) | Log on to Canvas Establish library access from home Create a quiet study environment Resolve all computer difficulties Find 2 'back-up' computers w/internet Introduce self in discussion forum | All assignments are due by 8:00am CST on Mondays except for initial discussion posts which are due by the end of the day on Thursdays (i.e., 11:59pm CST) prior to the close of the Module. |
| August 26 (12:30am) through September 2 (8:00am) | Module 1: Introduction to Evolutionary Psychology | Read Confer et al. (2010) Read Buss (2009) Write Application Discussion Write Integration Essay Complete Weekly Reflection | Application Discussion 1 Integration Essay Weekly Reflection |
| August 30 (12:30am) through September 9 (8:00am) | Module 2: Foundations of Evolutionary Psychology | Read Buss Chapter 1 Read Relethford (2008) Write Application Discussion Take Chapter Quiz Complete Weekly Reflection | Application Discussion 2 Chapter 1 Quiz Weekly Reflection |
| September 6 (12:30am) through September 16 (8:00am) | Module 3: Evolutionary Psychology as a Metatheory | Read Ketelaar & Ellis (2000) Write Application Discussion Submit Proposal Topics Complete Weekly Reflection | Application Discussion 3 Proposal Topics Weekly Reflection |
| September 13 (12:30am) through September 23 (8:00am) | Module 4: Science of Evolutionary Psychology | Read Buss Chapter 2 Read Wood & Eagly (2000) Read Caporaal & Brewer (2000) Write Application Discussion Take Chapter Quiz Write Integration Essay Complete Weekly Reflection | Application Discussion 4 Chapter 2 Quiz Integration Essay Weekly Reflection |
| September 20 (12:30am) through September 30 (8:00am) | Module 5: Problems of Survival | Read Buss Chapter 3 Read Ohman & Mineka (2003) Write Application Discussion Take Chapter Quiz Research Proposal Topic Complete Weekly Reflection | Application Discussion 5 Chapter 3 Quiz Weekly Reflection |

| <u>Week</u> | <u>Module</u> | <u>Instructional Activities</u> | <u>Assignments Due</u> |
|---|--|---|---|
| September 27 (12:30am) through October 7 (8:00am) | Module 6: Mating: Women's Long-Term Strategies | Read Buss Chapter 4 Read Little et al. (2013) Write Application Discussion Take Chapter Quiz Submit 4 Proposal Summaries Complete Weekly Reflection | Application Discussion 6 Chapter 4 Quiz Proposal Summaries Weekly Reflection |
| October 4 (12:30am) through October 14 (8:00am) | Module 7: Mating: Men's Long-Term Strategies | Read Buss Chapter 5 Read Ronay & von Hippel (2010) Write Application Discussion Take Chapter Quiz Write Integration Essay Complete Weekly Reflection | Application Discussion 7 Chapter 5 Quiz Integration Essay Weekly Reflection |
| October 11 (12:30am) through October 21 (8:00am) | Module 8: Mating: Short-Term Strategies | Read Buss Chapter 6 Read Schützwohl et al. (2009) Write Application Discussion Take Chapter Quiz Complete Weekly Reflection | Application Discussion 8 Chapter 6 Quiz Weekly Reflection |
| October 18 (12:30am) through October 28 (8:00am) Deadline Graduation Participation Application October 25 | Module 9: Problem of Parenting | Read Buss Chapter 7 Read Brase & Brase (2012) Write Application Discussion Take Chapter Quiz Submit 4 Proposal Summaries Complete Weekly Reflection | Application Discussion 9 Chapter 7 Quiz Proposal Summaries Weekly Reflection |
| October 25 (12:30am) through November 4 (8:00am) | Module 10: Problems of Kinship | Read Buss Chapter 8 Read Platek & Kemp (2009) Write Application Discussion Take Chapter Quiz Write Integration Essay Complete Weekly Reflection | Application Discussion 10 Chapter 8 Quiz Integration Essay Weekly Reflection |
| November 1 (12:30am) through | Module 11: Cooperative Alliances | Read Buss Chapter 9 Read DeScioli & Kurzban (2009) Write Application Discussion | Application Discussion 11 Chapter 9 Quiz Weekly Reflection |

| <u>Week</u> | <u>Module</u> | <u>Instructional Activities</u> | <u>Assignments Due</u> |
|--|---|---|--|
| November 11 (8:00am) | | Take Chapter Quiz Complete Weekly Reflection | |
| November 8 (12:30am) through November 18 (8:00am) | Module 12: Aggression and Warfare | Read Buss Chapter 10 Read Johnson et al. (2006) Write Application Discussion Take Chapter Quiz Submit Predictions & Research Plan Complete Weekly Reflection | Application Discussion 12 Chapter 10 Quiz Proposal Predictions & Plan Weekly Reflection |
| November 15 (12:30am) through November 25 (8:00am) | Module 13: Conflict between the Sexes | Read Buss Chapter 11 Read Haselton & Buss (2000) Write Application Discussion Take Chapter Quiz Write Integration Essay Complete Weekly Reflection | Application Discussion 13 Chapter 11 Quiz Integration Essay Weekly Reflection |
| November 22 (12:30am) through December 2 (8:00am) | Module 14: Status, Prestige, and Dominance | Read Buss Chapter 12 Read Anderson & Kilduff (2009) Write Application Discussion Take Chapter Quiz Submit Research Proposal Complete Weekly Reflection | Application Discussion 14 Chapter 12 Quiz Research Proposal Weekly Reflection |
| November 29 (12:30am) through December 9 (8:00am) | Module 15: Toward a Unified Evolutionary Psychology | Read Buss Chapter 13 Read Nesse & Ellsworth (2009) Write Application Discussion Take Chapter Quiz Complete Weekly Reflection | Application Discussion 15 Chapter 13 Quiz Weekly Reflection |
| December 9 (8:00am) through December 13 (11:59pm) | Module 16: Final Exam | Complete Comprehensive Final Exam | Final Exam |

The professor reserves the right to amend this syllabus at any time. If revisions are necessary, the professor will make every effort to provide as much advanced notice as possible.

TECHNOLOGY REQUIREMENTS AND SUPPORT

Technology Requirements:

Students must be able to perform basic computer skills such as access the internet; log on to websites that require usernames and passwords; navigate tabs and links on web pages; open and send emails; create and send attachments; download and view attachments including Microsoft Word documents and PowerPoint slideshows; open and view streaming video; input and save information entered into online questionnaires; create, save, and upload files in widely-accessible formats (e.g., .rtf, .pdf, or .docx), and create folders on personal computers to organize and save completed work. Students will need reliable and frequent access to a computer and to the Internet. Students will also need a headset with a microphone (or speakers and a microphone) to listen to online resources and conduct other activities in the course.

This course will use the A&M-Central Texas Instructure Canvas learning management system. Logon to A&M-Central Texas Canvas [<https://tamuct.instructure.com/>] or access Canvas through the TAMUCT Online link in myCT [<https://tamuct.onecampus.com/>]. You will log in through our Microsoft portal.

Username: Your MyCT email address. Password: Your MyCT password

Canvas Support

Use the Canvas Help link, located at the bottom of the left-hand menu, for issues with Canvas. You can select "Chat with Canvas Support," submit a support request through "Report a Problem," or call the Canvas support line: 1-844-757-0953.

For issues related to course content and requirements, contact your instructor.

Other Technology Support

For log-in problems, students should contact Help Desk Central
24 hours a day, 7 days a week

Email: helpdesk@tamu.edu

Phone: (254) 519-5466

[Web Chat](http://hdc.tamu.edu): [<http://hdc.tamu.edu>]

Please let the support technician know you are an A&M-Central Texas student.

UNIVERSITY RESOURCES, PROCEDURES, AND GUIDELINES

Drop Policy

If you discover that you need to drop this class, you must complete a [Drop Request Form](https://www.tamuct.edu/registrar/docs/Drop_Request_Form.pdf) [https://www.tamuct.edu/registrar/docs/Drop_Request_Form.pdf].

Professors cannot drop students; this is always the responsibility of the student. The Registrar's Office will provide a deadline on the Academic Calendar for which the form must be completed, signed and returned. Once you return the signed form to the Registrar's Office, you must go into Warrior Web and confirm that you are no longer enrolled. If you still show as enrolled, FOLLOW-UP with the Registrar's Office immediately. You are to attend class until the procedure is complete to avoid penalty for absence. Should you miss the drop deadline or fail to follow the procedure, you will receive an F in the course, which may affect your financial aid and/or VA educational benefits.

Academic Integrity

Texas A&M University -Central Texas values the integrity of the academic enterprise and strives for the highest standards of academic conduct. A&M-Central Texas expects its students, faculty, and staff to support the adherence to high standards of personal and scholarly conduct to preserve the honor and integrity of the creative community. Academic integrity is defined as a commitment to honesty, trust, fairness, respect, and responsibility. Any deviation by students from this expectation may result in a failing grade for the assignment and potentially a failing grade for the course. Academic misconduct is any act that improperly affects a true and honest evaluation of a student's academic performance and includes, but is not limited to, cheating on an examination or other academic work, plagiarism and improper citation of sources, using another student's work, collusion, and the abuse of resource materials. All academic misconduct concerns will be reported to the university's Office of Student Conduct. Ignorance of the university's standards and expectations is never an excuse to act with a lack of integrity. When in doubt on collaboration, citation, or any issue, please contact your instructor before taking a course of action.

For more [information regarding the Student Conduct process](https://www.tamuct.edu/student-affairs/student-conduct.html), [<https://www.tamuct.edu/student-affairs/student-conduct.html>].

If you know of potential honor violations by other students, you may [submit a report](https://cm.maxient.com/reportingform.php?TAMUCentralTexas&layout_id=0), [https://cm.maxient.com/reportingform.php?TAMUCentralTexas&layout_id=0].

Academic Accommodations

At Texas A&M University-Central Texas, we value an inclusive learning environment where every student has an equal chance to succeed and has the right to a barrier-free education. The Office of Access and Inclusion is responsible for ensuring that students with a disability receive equal access to the university's programs, services and activities. If you believe you have a disability requiring reasonable accommodations please contact the Office of Access and Inclusion, WH-212; or call (254) 501-5836. Any information you provide is private and confidential and will be treated as such.

For more information please visit our [Access & Inclusion](https://tamuct.instructure.com/courses/717) Canvas page (log-in required) [<https://tamuct.instructure.com/courses/717>]

Important information for Pregnant and/or Parenting Students

Texas A&M University-Central Texas supports students who are pregnant and/or parenting. In accordance with requirements of Title IX and related guidance from US Department of Education's Office of Civil Rights, the Dean of Student Affairs' Office can assist students who are pregnant and/or parenting in seeking accommodations related to pregnancy and/or parenting. Students should seek out assistance as early in the pregnancy as possible. For more information, please visit [Student Affairs](https://www.tamuct.edu/student-affairs/index.html) [<https://www.tamuct.edu/student-affairs/index.html>]. Students may also contact the institution's Title IX Coordinator. If you would like to read more about these [requirements and guidelines](http://www2.ed.gov/about/offices/list/ocr/docs/pregnancy.pdf) online, please visit the website [<http://www2.ed.gov/about/offices/list/ocr/docs/pregnancy.pdf>].

Title IX of the Education Amendments Act of 1972 prohibits discrimination on the basis of sex and gender—including pregnancy, parenting, and all related conditions. A&M-Central Texas is able to provide flexible and individualized reasonable accommodation to pregnant and parenting students. All pregnant and parenting students should contact the Associate Dean in the Division of Student Affairs at (254) 501-5909 to seek out assistance. Students may also contact the University's Title IX Coordinator.

Tutoring

Tutoring is available to all A&M-Central Texas students, both on-campus and online. Subjects tutored on campus include Accounting, Advanced Math, Biology, Finance, Statistics, Mathematics, and Study Skills. Tutors are available at the Tutoring Center in Warrior Hall, Suite 111. Tutor.com tutoring **will not offer writing support** beginning August 1, 2019, but will continue to offer other tutoring support.

If you have a question regarding tutor schedules, need to schedule a tutoring session, are interested in becoming a tutor, or have any other question, contact Academic Support Programs at (254) 519-5796, or by emailing Dr. DeEadra Albert-Green at deeadra.albertgreen@tamuct.edu.

Chat live with a tutor 24/7 for almost any subject from on your computer! Tutor.com is an online tutoring platform that enables A&M-Central Texas students to log in and receive online tutoring support at no additional cost. This tool provides tutoring in over 40 subject areas. Access Tutor.com through Canvas.

University Writing Center

Located in Warrior Hall 416, the University Writing Center (UWC) at Texas A&M University–Central Texas (TAMUCT) is a free workspace open to all TAMUCT students from 10:00 a.m.-5:00 p.m. Monday thru Thursday with satellite hours in the University Library Monday thru Thursday from 6:00-9:00 p.m. This semester, the UWC is also offering online only hours from 12:00-3:00 p.m. on Saturdays.

Tutors are prepared to help writers of all levels and abilities at any stage of the writing process. While tutors will not write, edit, or grade papers, they will assist students in developing more effective composing practices. By providing a practice audience for students' ideas and writing, our tutors highlight the ways in which they read and interpret students' texts, offering guidance and support throughout the various stages of the writing process. In addition, students may work independently in the UWC by checking out a laptop that runs the Microsoft Office suite and connects to WIFI, or by consulting our resources on writing, including all of the relevant style guides. Whether you need help brainstorming ideas, organizing an essay, proofreading, understanding proper citation practices, or just want a quiet place to work, the UWC is here to help!

Students may arrange a one-to-one session with a trained and experienced writing tutor by visiting the UWC during normal operating hours (both half-hour and hour sessions are available) or by making an appointment via [WOnline](https://tamuct.mywconline.com/) [https://tamuct.mywconline.com/]. In addition, you can email Dr. Bruce Bowles Jr. at bruce.bowles@tamuct.edu if you have any questions about the UWC and/or need any assistance with scheduling.

University Library

The University Library provides many services in support of research across campus and at a distance. We offer over 200 electronic databases containing approximately 250,000 eBooks and 82,000 journals, in addition to the 85,000 items in our print collection, which can be mailed to students who live more than 50 miles from campus. Research guides for each subject taught at A&M-Central Texas are available through our website to help students navigate these resources. On campus, the library offers technology including cameras, laptops, microphones, webcams, and digital sound recorders.

Research assistance from a librarian is also available 24 hours a day through our online chat service, and

at the reference desk when the library is open. Research sessions can be scheduled for more comprehensive assistance, and may take place on Skype or in-person at the library. Assistance may cover many topics, including how to find articles in peer-reviewed journals, how to cite resources, and how to piece together research for written assignments.

Our 27,000-square-foot facility on the A&M-Central Texas main campus includes student lounges, private study rooms, group work spaces, computer labs, family areas suitable for all ages, and many other features. Services such as interlibrary loan, TexShare, binding, and laminating are available. The library frequently offers workshops, tours, readings, and other events. For more information, please visit our [Library website](http://tamuct.libguides.com/index) [http://tamuct.libguides.com/index].

A Note about Sexual Violence at A&M-Central Texas

Sexual violence is a serious safety, social justice, and public health issue. The university offers support for anyone struggling with these issues. University faculty are mandated reporters, so if someone discloses that they were sexually assaulted (or a victim of Domestic/Dating Violence or Stalking) while a student at TAMUCT, faculty members are required to inform the Title IX Office. If you want to discuss any of these issues confidentially, you can do so through Student Counseling (254-501-5955) located on the second floor of Warrior Hall (207L).

Sexual violence can occur on our campus because predators often feel emboldened, and victims often feel silenced or shamed. It is incumbent on ALL of us to find ways to actively create environments that tell predators we don't agree with their behaviors and tell survivors we will support them. Your actions matter. Don't be a bystander; be an agent of change. For additional information on campus policy and resources visit the [Title IX webpage](https://www.tamuct.edu/departments/compliance/titleix.php) [https://www.tamuct.edu/departments/compliance/titleix.php].

Behavioral Intervention

Texas A&M University-Central Texas cares about the safety, health, and well-being of its students, faculty, staff, and community. If you are aware of individuals for whom you have a concern, who are exhibiting behaviors that pose a threat to safety, or individuals causing a significant disruption to our community, please make a referral to the Behavioral Intervention Team. You can complete the [referral](https://cm.maxient.com/reportingform.php?TAMUCentralTexas&layout_id=2) online [https://cm.maxient.com/reportingform.php?TAMUCentralTexas&layout_id=2].

Anonymous referrals are accepted. Please see the [Behavioral Intervention Team](https://www.tamuct.edu/student-affairs/bat.html) website for more information [https://www.tamuct.edu/student-affairs/bat.html]. If a person's behavior poses an imminent threat to you or another, contact 911 or A&M-Central Texas University Police at 254-501-5800.

INSTRUCTOR POLICIES

Course Calendar:

Carefully examine the Course Calendar. Note that each Module will be available to students for 10 days with the exception of Module 1, which opens on the first day of the semester. Each Module (except Module 1) opens on a Friday at 12:30am CST, and Module assignments are due 10 days later on Monday morning by 8:00am CST except for initial discussion posts which are due on Thursdays by 11:59pm CST. Students should have all assignments submitted for each Module well before the deadlines. **No assignments will be accepted for credit after the deadline without a written excuse documenting the dates of the absence, which must coincide with the work to be made up, provided by physicians, military supervisors, or law enforcement officers (late work policy, make up policy).**

When planning study time, students should realize that the upcoming Module opens before the current Module closes, so a portion of the 10 days that each Module is available overlaps with another Module. Students should plan accordingly and realize they do not have 10 days to devote to each Module exclusively. However, a 10-day period of availability, instead of a one-week period, allows students greater flexibility to plan their coursework and still complete their assignments on time should an unexpected emergency arise.

Students should also realize that the professor will not be available on the weekends to answer questions. Therefore, students should not plan to complete and submit work on the weekend before it is due. Instead, students should begin each Module the first weekend it opens so that students can seek the professor's assistance during the week and submit accurate assignments well before the deadline.

Recommended Academic Strategies:

1. Complete the 'Getting Started' tasks on the course calendar before the first day of class. Students should have two 'back-up' computers located before the course begins so they can concentrate on completing coursework even in the event of technical difficulties.
2. Be realistic about the time you must devote to the course. You should set aside a *minimum of 9 hours each week for the next 16 weeks to devote to this course.*
 - a. According to the federal definition of a credit hour, students should spend "not less than one hour of classroom or direct faculty instruction and a minimum of two hours out of class...for one semester hour of credit" (<http://www.sacscoc.org/subchg/policy/CreditHours.pdf>). Because this is a 3-credit hour class, students should be spending at least 9 hours on coursework per week. Bear in mind that this guideline is for an average class. Some students may find this to be a difficult course, so you may require *more time* to grasp the concepts and complete the assignments.
 - b. We know from research that spaced practice is better than massed practice when learning new information. Thus, spending 2 hours a day for 5 days a week on coursework is better for your learning and your grade than 'pulling an all-nighter.' Adjust your schedule accordingly.
 - c. Begin each module the day it opens. The course requirements are too time-demanding and labor-intensive to wait until the last day assignments are due to begin work.
3. Follow the sequence of instruction. Gaining a full, independent understanding of the text is absolutely critical in an online course, and the sequence of instruction provides diverse activities based on sound educational practice to meet this goal.
4. Pay attention to the percentage of your grade each assignment is worth. Simply doing well on the exams will not allow you to pass the course. Students must submit all assignments every week to do well in the course.
5. Complete and submit course assignments on time. Extensions for coursework will not be granted. Find at least two 'back-up' computers with internet access if your primary computer "crashes" or you have connection difficulties. Save your work often and on multiple media (e.g., hard drive, jump drive), so you do not lose your work.
6. Stay focused. Just as in a face-to-face class, reduce as many distractions as possible when working on course assignments. Turn off all electronic devices such as cell phones, music

players, gaming equipment, etc. Postpone business not related to the course until you have completed your assignments for the day.

7. Keep me informed. At the first sign of confusion or difficulty, request assistance in Study Hall. Unless I hear from you, I will not know how to help you.
8. Be professional and use proper netiquette (i.e., internet etiquette).
 - a. Use standard English in all of your communications, and write all correspondence in complete sentences. Do **not** abbreviate or use texting shortcuts (e.g., OMG! R U kidding. ROFL!). Spell check, proofread, and revise your messages before sending them.
 - b. Be polite and respectful of others. Do not use all UPPERCASE LETTERS, which is equivalent to shouting. Avoid sarcasm and irony because they are easily misinterpreted by the reader. Do not 'flame' others by sending negative or hurtful comments; though the reader cannot see you, you are not anonymous.
 - c. Remember that you are individually accountable for all your messages and online actions. Treat Study Hall and your interactions with others in class as you would in your professional career.

Copyright Notice:

Students should assume that all course material is copyrighted by the respective author(s).
Reproduction of course material is prohibited without consent by the author and/or course instructor.
Violation of copyright is against the law and Texas A&M University-Central Texas' Code of Academic Honesty. All alleged violations will be reported to the Office of Student Conduct.